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ABSTRACT

In 1982-83, the 18 school districts and 1 tribe receiving Johnson O'Malley funds for American Indian education in Washington attempted to increase reading and mathematics proficiency, improve Native American high school graduation rates, and promote cultural awareness activities in schools with high Native American enrollments. By limiting their objectives and using parent volunteers, the programs kept their commitment to improving educational opportunities for Native American children and resulted in a generally steady academic gain, despite reduced funding. Johnson O'Malley funding for the projects provided $237,000 (down $27,000 from 1981-82) plus $28,690 from 1982 funding for 1,695 students. The programs focused on cultural reinforcement (leadership development, career awareness, life skills) and on positive interaction among parent committees, staff, and local education agency officials. The programs had several difficulties during the year. Despite increased counseling efforts, high school dropout rates rose. Also, budget reductions restricted inservice opportunities. Further problems involved improving staff-Native community relations, increasing parent committee participation, and encouraging student participation in school activities. The objectives and evaluations of the 19 programs are included. The report includes a directory of the Johnson O'Malley programs and describes other state and federal programs providing benefits to American Indian public school students. (SB)

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ED245870

1983 Annual Report

Washington State Johnson O'Malley Education Programs For Indian Children

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RC 014825

WASHINGTON STATE

JOHNSON-O'MALLEY INDIAN EDUCATION

1982-83 ANNUAL REPORT

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December, 1983

Johnson-O'Malley Report Letter

The following report reflects the activities of Johnson-O'Malley (JOM) programs as administered by the Office of Indian Education within the Washington State Superintendent of Public Instruction (SPI) for fiscal year 1983. Eighteen school districts and one Indian tribe conducted their programs in cooperation with SPI and the Supervisor of Indian Education. These 19 programs report to SPI regarding progress in individual programs, and this report is a compilation of those documents.

Individual program directors have made the best possible use of diminishing educational resources from the JOM program. They have had to operate their educational programs with fewer funds than they have had in past years. Educational funds have also been reduced in Title IV, Part A, which is another of the primary sources of funding for Indian youth attending public schools in Washington State. Even though resources have been reduced, program directors have continued to provide individual academic support to Indian students. Assistance is often in the form of tutoring, counseling, or cultural enhancement of self concept. School districts have often allocated funds from their budgets to offset budget reductions in JOM and other categorical funds for K-12 Indian youth.

In summary, the JOM program concentrated on several educational areas during the 1982-83 school year. First, 19 programs directly aided Indian students in grades K-12 (as well as one pre-school operated by the Port Gamble Klallam Tribe) within the State of Washington. Second, the Indian education program assisted in the organization and presentation of the "Toward the Year 2000" Conference which addressed eight major educational issues relevant to multicultural equity education. Third, the services and expertise of the Washington State Native American Education Advisory Committee (WSNAEAC) were utilized in providing statewide advice to the Supervisor of Indian Education within SPI. Fourth, a research component was implemented into the SPI Indian Education Office in cooperation with graduate student Craig Landon. Fifth, the process for conducting the First Annual Washington State Indian Education Conference was begun. Sixth, the Supervisor of Indian Education served on several SPI education committees relevant to Indian education. Seventh, the SPI Indian Education Office disseminated Indian education information to teachers and other interested persons throughout Washington State as well as to many other states within the United States and persons in Canada. Finally, a working group was formed to develop an American Indian high technology policy statement.

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Historical Summary of the Johnson-O'Malley Program

The initial relationship of the American Indian to the federal government was that of Nation to Nation.

Recognition of this unique status was historically documented through ensuing formal agreements (or treaties) between various Indian nations and the federal government.

The federal government, in response to specifically documented treaties or through assumed moral responsibility, began in the early part of the 19th century to make provisions for Indian education, using established sectarian schools or, in some cases, federally operated institutions.

Such federal and religiously oriented educational efforts pre-date statehood in most states, with American Indians generally being considered subjects of the United States, residing on unorganized territory.

In 1871, Congress discontinued the policy of entering into treaty agreements with Indian tribes. For the next half century, the federal government continued to assume the major responsibility for Indian education through the actual operation of "government schools" or by paying the equivalent of non-resident tuition to public school districts enrolling Indian children.

This early effort was implemented by legislative authority contained in the Bureau of Indian Affairs Appropriation Act of February 14, 1920.

Regulations adopted in that Act were nominally in effect as Part 33, Title 25--Indians, Code of Federal Regulations (CFR) until the passage of P.L. 93-638, the Indian Self-Determination and Educational Assistance Act, which became law on January 4, 1975.

By and large, the educational endeavor of the Bureau of Indian Affairs (BIA) during this period focused primarily on Indian reservations which were surrounded by land in public domain or territorial status.

The transfer of responsibility for Indian education from the federal government to individual states is a direct result of two basic factors: (1) all lands within the continental United States were by this time organized into states, each with a constitution or enabling legislation providing educational opportunities for all state citizens; and (2) the Citizenship Act of 1924 granted American citizenship to all Indians residing within the continental United States.

Therefore, legally (by virtue of American citizenship and Indian rights under the 14th Amendment of the United States Constitution) the responsibility for American Indian education is shared by each state and the local school districts within.

But financial problems remained, stemming from the tax-exempt status of Indian-owned lands held in federal trust. Treaties or agreements exempting Indian-owned lands from taxation curtail the tax base of those school

districts which contain large tracts of such lands. Particularly affected are school districts that historically finance local education largely through real property taxes.

Although the legal responsibility of equality in American education (regardless of race, color or creed) rests within each state, the federal government recognized its responsibility for assisting states under certain circumstances.

The Johnson-O'Malley (JOM) Act of April 16, 1934 (48 Stat. 596), as amended by the Act of June 4, 1936 (49 State. 1458), and by P.L. 93-638, provided the legal authority--among other benefits--for financially assisting states in their responsibility for educating Indians who are one-fourth degree of Indian blood and recognized by the Secretary of the Interior as eligible for BIA services.

Before 1958, the Johnson-O'Malley program was a BASIC federal aid program specifically designed to help public schools educate Indian children from reservations and other Indian-owned, tax-exempt land.

On August 12, 1958, P.L. 81-874 (administered through the Department of Health, Education and Welfare) which provided financial assistance to public schools, was amended to include assistance for educating children residing on tax-exempt Indian lands.

This broader-based federal aid program met most of the basic financial needs of eligible school districts impacted by non-taxed Indian lands.

Subsequently, the JOM program became a SUPPLEMENTAL aid program geared to offset the financial deficit of unmet extraordinary and exceptional cases of need.

Johnson-O'Malley funds are made available to states based on separate plans negotiated between the BIA and the respective states or tribal corporations for the express purpose of supplementing federal assistance for education of Indian children in public schools. These funds, in turn, are administered by the states or tribal corporations to supplement local educational programs.

The policy of the BIA between 1958 and 1975 was to distribute JOM funds on a needs basis. Each contracting agency received an amount of JOM funds annually, distributed on the basis of criteria including the size of the Indian population being served, financial hardship to school district caused by tax-exempt Indian lands, the degree of educational deprivation of Indian students, and economic deprivation of Indian families.

The regulations developed in 1975 to implement P.L. 93-638 introduced a new concept for the delivery of services to Indian children through JOM funds.

- The program is community based with decisions made by the Indian community through its parent education committee.

- The allocation of funds to states and other service areas is based on the number of children to be served through a weighted per capita distribution formula. Need is not a criterion for the allocation of funds to contracting entities.

California was the first state to enter into a JOM contract in fiscal year 1935. In the same year, the State of Washington also contracted for and received $24,485 in JOM funds. Washington has administered JOM funds every year since 1935. The contract for fiscal year 1982 was in the amount of $264,335.

The Bureau presently contracts for services with Indian tribes, tribal corporations, individual school districts, and state departments of education in four states.

The first two tribal contracts were finalized in 1970. Since the passage of the Indian Self-Determination and Educational Assistance Act (P.L. 93-638), many tribal groups are contracting for JOM services.

Since the regulations give priority to reservation-based Indian students, not all Indian students attending public schools are affected by the JOM Act. However, where Indian parents and school districts identify special needs of non-reservation Indian students, they may apply for funds under P.L. 92-318, Part IV-A.

As of October 1, 1982, there were 5,084 Indian children eligible for BIA services enrolled in public schools in Washington. In addition to these, there were 984 such children enrolled in tribal schools within the State, for a total of 6,068.

Overview of Johnson-O'Malley Operations in Washington During 1983

Eligibility:

The Washington State Plan for the education of Indian children under the Johnson-O'Malley Act sets forth criteria for eligibility in compliance with P.L. 93-638 as follows:

A. Eligible Agencies

Eligible agencies are local school districts, Indian parent organizations and Indian tribes.

B. Eligible Students

Section 273.12 of P.L. 93-638 provides the criteria for student eligibility.

> "Indian students, from age 3 years through grade(s) 12, except those who are enrolled in Bureau or sectarian operated schools, shall be eligible for benefits provided by a contract pursuant to this Part if they are ¼ or more degree Indian blood and recognized by the Secretary as being eligible for Bureau services. Priority shall be given to contracts (a) which would serve Indian students on or near

reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservations (as defined in Section 273.2 (o))."

It should be understood that although educational agencies and parent committees assist in the identification of eligible students, the full responsibility for determining eligibility rests with the Bureau of Indian Affairs.

Most of the school districts in Washington State that are eligible to receive JOM grants are located in rural or semi-rural areas. Several can be categorized as remote and necessary. Their financial base does not usually allow for expenditures in excess of what is needed to carry out a basic educational program. Therefore, if the needs of Indian pupils are to be met adequately, special programs must be undertaken which require supplemental funding from sources beyond the ordinary resources of the school district.

Priority in Funding

The federal law (quoted above) specifies that contracts (a) which would serve Indian students on or near reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservation shall receive priority. It is the policy of the Superintendent of Public Instruction to give primary consideration to such contracts.

In addition to the federal priorities, the Superintendent of Public Instruction uses the following criteria in considering proposals from Local Educational Agencies requesting JOM funds:

1. Documented needs of eligible Indian children
2. Geographic isolation of schools and students
3. Availability and use of other categorical funds
4. Evidence that proposed activities are addressed to identified student needs; see 273.18 (g) (4)
5. Evidence of effective cooperation between the school district and the parent education committee in program development, implementation, ongoing program reporting and evaluation
6. Total number of eligible students
7. Willingness of the school district to comply with reporting requirements for JOM programs.

Purpose

Since the Johnson-O'Malley Act authorizes funds to be expended for the express benefit of Indian children, the thrust of the State JOM program has been directed toward meeting the special needs of these children. Program priorities are established at the local school level in a cooperative effort between school officials and Indian parents. In the program development and implementation process, it is emphasized that the Indian parent committee must exercise decision-making powers. These powers do not preempt the legal authority of the school district and its officers, but serve to guarantee effective Indian input for the JOM program.

Local projects generally are directed toward, but are not necessarily limited to, the following State JOM program goals:

ONE -- To identify, develop or adapt, and make available educational opportunities, activities, materials and services that help Indian children develop language proficiency, cultural and ethnic awareness, career option awareness, occupational and recreational skills and competence in basic academic areas.

TWO -- To provide educational opportunities, activities, materials and services that conform to each child's individual language, tribal, cultural and ethnic awareness.

THREE -- To provide educational opportunities, activities, materials and services that meet economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

FOUR -- To train local Indian parent education committees for involvement in tangible, productive ways--in the planning, implementation, and evaluation of opportunities, activities, materials and services provided for Indian children.

FIVE -- To provide opportunities, activities, materials and services that increase the pertinent skills and awareness of those who have impact upon Indian children, such as school administrators, teachers, counselors, para-professionals, home staff and other agency or institution personnel.

SIX -- To provide project monitoring, educational accomplishment auditing and Indian program evaluation that will ensure fiscal and program accountability at federal, state and district levels; and that will be based upon precise, continuous measurement of institutional and learner objectives.

SEVEN -- To provide opportunities, activities, information or services that will disseminate project materials relating to educational practices proven effective for Indian children; and that will promote the spread from one school district to another of such proven practices.

Applications and Reports

The format of the JOM application contains the following information:

The top of the cover page contains space for school district identification, amount requested, amount approved, and signatures of the school district superintendent, the JOM parent education committee chairperson and the State Supervisor of Indian Education.

Part I requests JOM committee names, JOM program staff names and sources of other funds used in the program, if any.

Part II is an estimate of Indian and non-Indian enrollment for the program application year.

Part III is on the inside of a four-page foldout containing five parallel columns as follows:

O.	Indian Community Goals	B.	Evaluation Procedures
A.	Broad Educational Goals and Measurable Annual Objectives	C.	Project Component (Activities)
		D.	Component Cost (Budget)

Components of the JOM program can be developed in the aforementioned sequence, showing separate information for each component.

In this format, each local program component or activity can be prioritized, budgeted and evaluated separately.

JOM report F-168 is an adaption of the Bureau of Indian Affair's enrollment report form with some additions. It provides reporting space for all eligible students by age and grade, transfers in as well as out, number of dropouts, number of counseling sessions, and achievement scores in reading and math. The request for average daily attendance was changed to percent of attendance for Indians only. This gives a better basis for district to district comparisons and yearly totals. The front-page summary of Form F-168 for 19 JOM programs is shown elsewhere in this report.

The back of Form provides for the reporting of formal evaluation results in each district. The form is keyed to the objectives and evaluation criteria stated in the original application. Copies of individual participating district reports were sent to the Portland Area Office of the Bureau of Indian Affairs.

The evaluation reports also appear with the individual project descriptions of this document.

Reporting Procedures

Reports from JOM programs to the state office are consolidated and listed on a program calendar. Through the response and cooperation of all concerned, the result of this action is that all the program information contained in this report is derived from the previously described documents received from each school district: the program application (Form E-376) and the final evaluation report (Form F-168).

JOM Parent Education Committee Activities and Developments

JOM regulations require "maximum Indian participation in all aspects of educational program development and implementation." Consistent with this requirement, the Supervisor of Indian Education made site visitations in cooperation with all local parent committees several times per year. In the fall, group inservice training workshops are conducted on a regional basis to provide information and skills to assist parents in fulfilling their role in working with schools for the benefit of their children. In March and April, the Supervisor of Indian Education met with each committee and the local program staff to conduct an annual program review.

Overall Objectives

The following summarizes objectives from 1983 JOM proposals submitted to the Office of Indian Education by local parent committees and school districts:

1. To increase proficiency in Reading and Math

   Achievement scores in the JOM programs are reported as Normal Curve Equivalents. The NCE is an equal interval, normalized, standard score with a mean of 50 and a standard deviation of 21.06.

   The mean NCE scores presented here are those of students tested in 1983 and compared with those of 1980, 1981, and 1982.

   Reading

Year	Number of Students Tested	Mean Scores
1980	3,281	40.67
1981	1,216	47.19
1982	2,413	47.19
1983	1,324*	47.

   Math

Year	Number of Students Tested	Mean Scores
1980	3,246	41.29
1981	1,227	46.32
1982	2,413	48.
1983	1,324*	46.

   Mean scores by grade level and district are shown elsewhere in this report. *80.2 percent of JOM elementary and secondary school students are represented in this figure. Total enrollment is 1650. Some test results are not compatible for averaging.

2. To improve the Native American student rate of graduation from High School.

   a. Increase the rate of graduation of high school seniors. Year to year comparisons of programs reporting numbers of both entering and graduating seniors:

Results:

Entered Senior Class, Oct.	Graduated	Percent
1980: 264	178	67%
1981: 127	104	82%
1982: 131	94	72%
1983: 98	68	69%

Seniors at May Report	Graduated	Percent
1982: 122	94	77%
1983: 83	68	82%

Transfer and dropout rates for all grades are shown on the School Summary tabulation elsewhere in this report, and are computed into the spring (May) report. Thus, the 23% and 18%, 1982 and 1983 respectively, of the JOM students who failed to graduate, although enrolled as seniors during the last month of school term, may indicate students are in school but graduation requirements have not been met.

Seventy-eight percent (78%) of the JOM programs reporting computed graduate information.

b. Increase the average attendance rates of enrolled JOM students.

Results:	Average Percent of Attendance
1980	86%
1981	89%
1982	90%
1983	90%

100 percent of reporting programs monitored and submitted attendance data. 35 percent of the programs reported recognition awards for improved attendance.

c. Increase the average number of counseling sessions provided to JOM students.

Results: Average number of counseling sessions per pupil:

1980	1981	1982	1983
4.5	6.3	5.4	4.9

Average number of counseling sessions per JOM high school student:

1982	1983
6.6	8.4

All programs differentiate between counseling sessions and tutoring sessions. Despite reductions in staff by most programs, counseling continues to be an important priority expressed by JOM committees.

d. Increase the rate of JOM students who remain in High School (grades 9-12) until they graduate. Year to year comparisons.

Year	Number of JOM High School Students at Beginning of Year	Number of JOM Dropouts from High School	Percent
1980	1,427	220	15.4%
1981	533	98	19.0%
1982	649	60	9.2%
1983	505	69	13.0%

Percent of dropouts by grade

Year	9th	10th	11th	12th
1983	15%	16%	9%	7%

Students transferring out of the district were not computed in the dropout statistic.

3. Promote and support cultural and ethnic awareness activities and/or classes in school districts where substantial numbers of Native Americans are enrolled. Such activities are to be led by persons who are qualified and knowledgeable of Native American culture, and should enhance student participation in school/community activities as well as the qualities of leadership in individual students.

67 percent of the programs report Native American culture activities which are designed to promote student self-knowledge, activity participation, and leadership skills. There has been a 25 percent increase in Native American culture activities from 1982 to 1983.

October 1 Enrollment
Plus In Transfers

Enrollment Before Transfers Out	Grade	JOM Students		% of 1650 Total 1983
163	7th	6	=	4.7%
150	8th	4	=	3.0%
142	9th	21	=	15.0%
157	10th	25	=	16.0%
118	11th	11	=	9.0%
114	12th	$\frac{12}{19}$	=	11.0%

October 1 9-12 Enroll	+	Transfers In		Deduct Dropouts
505		28	= 533	From This

533 ÷ 69 = 13% (12.9)
505 ÷ 69 = 13.6%

Previous Year's Figures ask for this without dropouts deducted.

Dropout Statistics for Indian Children in Washington School Districts Operating JOM Programs

(Information gathered from annual reports of school districts)

Fiscal Year	FY 1980	FY 1981	FY 1982	FY 1983
Total Indian Enrollment	5,188	2,380	2,557	1,650
Number of Dropouts	250	128	128	85
Dropout as a Percent of	4.8%	5.4%	2.6%	5.1%

Reasons for Dropout

Fiscal Year	FY 1980	FY 1981	FY 1982	FY 1983
a. Withdrawn by parents	44	37	13	38
b. Marriage	13	9	2	6
c. Employment	14	4	3	6
d. Detained by law agencies	5	1	1	3
e. Illness	3	3	2	1
f. Death	2	3	1	0
g. Expelled	35	11	5	9
h. Other/Unknown	134	60	38	22
TOTALS	250	128	65	85

FINANCIAL DATA

WASHINGTON JOHNSON-O'MALLEY CONTRACTS

Fiscal Year	Contract Amount	Number of Students
1935	$ 24,458	---
1936	100,963	1,912
1937	100,963	1,765
1938	100,000	1,987
1939	100,000	1,931
1940	90,000	1,909
1941	90,000	1,956
1942	90,000	2,072
1943	90,000	1,985
1944	90,000	1,923
1945	90,000	2,056
1946	90,000	2,116
1947	90,000	2,211
1948	90,000	2,391
1949	90,000	2,402
1950	120,700	2,589
1951	154,500	2,571
1952	154,334	2,597
1953	154,166	2,419
1954	161,166	2,544
1955	169,980	2,737
1956	174,000	2,806
1957	181,000	2,836
1958	200,400	2,924
1959	69,534	2,094
1960	48,420	1,293
1961	39,320	997
1962	42,900	1,132
1963	52,000	1,013
1964	65,000	2,334
1965	72,000	2,639
1966	81,000	2,925
1967	103,480	3,020
1968	150,025	3,763
1969	214,599	3,957
1970	560,000	4,823
1971	790,000	4,297
1972	902,000	5,273
1973	1,066,000	5,952
1974	975,000	5,732
1975	999,000	6,394
1976	1,217,840	6,598
1977	1,108,268	5,606
1978	827,505	5,179
1979	762,633	4,718
1980	564,979	4,093
1981	350,942	2,380
1982	264,335	1,821
1983	237,000	1,695

Breakdown of Fiscal 1982 JOM Carryover Funds
Allocated and Utilized for September, 1983

School District/Tribe	FY 1982 Carryover $ Allocated	FY 1982 Carryover $ Claimed	Balance Remaining
Bellingham	$ 4,750.00	$ 4,750.00	$ -0-
Chehalis Indian Tribe	2,170.00	2,170.00	-0-
Columbia	2,325.00	2,325.00	-0-
Cusick	800.00	800.00	-0-
Fife	1,068.00	1,044.54	23.46
Hood Canal	751.00	751.00	-0-
Mary Walker	308.00	307.97	.03
North Kitsap	5,475.00	5,475.00	-0-
North Thurston	1,240.00	1,240.00	-0-
Oakville	1,500.00	1,468.03	31.97
Okanogan	-0-	-0-	-0-
Port Angeles	630.00	630.00	-0-
Pt. Gamble Klallam Tribe	-0-	-0-	-0-
Puyallup	1,500.00	1,430.40	69.60
Quillayute Valley	375.00	170.56	204.44
Quinault	-0-	-0-	-0-
Sequim	-0-	-0-	-0-
Shelton	1,215.00	1,047.06	167.94
Wellpinit	3,800.00	3,787.94	12.06
Yelm	1,421.00	1,292.64	128.36
TOTALS	$29,328.00	$28,690.14	$637.86

INVOICE NO.

CONTRACT NO. P00C14207445 PURCHASE ORDER NO. 3P00-0100030

PERIOD COVERED Obligatons outstanding as of September 30, 1983

	Total Budget	Total Cost Expenditures to Date	Less Claimed Previous Months	Claimed for Reimbursement this Month
FISCAL YEAR 1983				
State Administration				
Salaries	$ 15,828.70	$ 15,828.70	$ 15,828.70	$ - 0 -
Fringe Benefits	2,742.44	2,742.44	2,724.44	- 0 -
Goods and Services	6,660.00	1,113.80	2,092.33	(978.53)
Travel	2,590.74	699.77	1,302.24	(602.47)
Sub-Total	$ 27,821.88	$ 20,384.71	$ 21,965.71	($ 1,581.00
Programs				
School District Programs	$147,171.12	$107,789.94	$ 75,726.69	$ 32,063.25
Sub-Total	$147,171.12	$107,789.94	$ 75,726.69	$ 32,063.25
FY '83 CONTRACT VALUE	$174,993.00	$128,174.65	$ 97,692.40	$ 30,482.25
FISCAL YEAR 1982 CARRYOVER				
State Administration				
Salaries	$ 14,588.00	$ 12,037.76	$ 9,320.36	$ 2,717,40
Fringe Benefits	1,959.00	1,746.81	1,290.47	456.34
Goods and Services	4,340.00	5,093.46	1,517.59	(3,521.87
Travel	2,910.00	2,210.90	735.26	1,475.64
Sub-Total	$ 23,797.00	$ 21,034.93	$ 12,863.68	$ 8,171.25
Programs				
Salaries, Cert.	$ 5,287.45	$ 5,589.72	$ 448.14	$ 5,141.58
Salaries, Class.	27,838.00	29,416.62	2,357.75	27,058.87
Fringe Benefits	6,190.08	6,541.05	524.41	6,016.64
Supplies/Materials	2,355.00	2,487.71	199.54	2,288.17
Instructional Materials	2,000.00	2,111.66	169.45	1,942.21
Contract Services	1,700.00	1,798.25	144.30	1,653.95
Travel	2,100.00	2,219.55	178.11	2,041.44
Indirect Costs	1,190.74	1,258.78	101.01	1,157.77
Sub-Total	$ 48,661.27	$ 51,423.34	$ 4,122.71	$ 47,300.63
FY '82 TOTAL CONTRACT VALUE	$ 72,458.27	$ 72,458.27	$ 16,986.39	$ 55,471.88
TOTAL CONTRACT VALUE	$247,451.27	$200,632.92	$114,678.79	$85,954.13

I044B7.00

STATISTICAL DATA

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INDIAN EDUCATION PROGRAM REPORT
Final Summary of Report Period

Name of School District: _____
Name of School Reporting: _____

Year _____

CHECK: JOM (Report Separately): ____
Title IV: ____
Other (Specific): _____

No. of 6th grade completions where appropriate: 74
No. of Indian 8th grade graduates or completions: 100
No. of Indian 12th grade graduates: 68

GRADE/AGE	Indian Enrollment as of October 1																	Total Oct. 1 Enrlmt.	Trnsfrs. (1)		Dropouts (2)								Total Ending Enrlmt.	Number of Counseling Sessions (3)	Number of Tutoring Sessions (4)	Reading (Normal Curve Equivalent) (5)	Math (Normal Curve Equivalent) (6)	% of Attendance (7)	Total District Enrollment (8)
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+		In	Out	a	b	c	d	e	f	g	h						
Pre-Kg.	9	17	1															27	2	5									24						
Kg.		1	95	23	1													120	8	15	1								111	68	1,886			90	1,928
1			1	96	38	3	1											139	15	22									132	214	4,918	43	49	93	1,918
2				1	100	40	7											148	15	13	1								149	256	7,747	48	50	91	1,783
3						106	33	7										146	14	9	2								149	230	6,321	50	51	93	1,794
4							73	42	7									122	12	6									128	314	4,114	52	47	92	1,809
5							12	82	30	7	1							132	11	9	1								133	327	2,951	49	47	93	1,890
6								9	76	31	11	3						130	14	13								1	130	631	1,140	45	45	91	2,141
7									10	86	38	11	8	1				154	9	23	2			1			3		134	1,167	2,389	49	48	92	2,146
8								1	1	6	85	33	12					138	12	12	2						1	1	134	1,336	1,908	51	48	91	2,140
El. Ug.								1	2		1		1					13											13						
Total El.	9	18	97	120	139	149	125	142	126	130	136	47	21	1				1,269	112	127	9			1			4	2	1,238	4,543	33,374	48	48	92	17,549
9												68	45	16	2			131	11	14	11	1			1		2	6	107	1,175	1,449	40	42	86	2,076
10												2	75	46	18	9		150	7	10	14		1	2			1	7	122	797	2,174	39	47	89	2,074
11													1	52	47	10	3	113	5	21	1	2	2				1	5	86	676	675	45	46	87	1,884
12															42	53	14	109	5	7	3	3	3				1	2	95	833	1,235	33	45	86	1,856
Sec. Ug.													1			1		2											2						
Total Sec.												70	122	114	109	73	17	505	28	52	29	6	6	2	1		5	20	412	3,481	5,533	39	44	87	7,890
Total El. and Sec.	9	18	97	120	139	149	125	142	126	130	136	117	143	115	109	73	17	1,774	140	179	38	6	6	3	1	0	9	22	1,650	8,024	38,967	45	46	90	17,549

(1) Students known to have re-enrolled in another school of any type.

(2) In reporting dropouts, show numbers in alphabetical columns by grade for the following categories: a) withdrawn by parents, b) marriage, c) employment, d) detained by law agencies, e) illness, f) death, g) expelled, or h) other/unknown.

(3) Please enter the annual total of counseling sessions recorded for each grade level. Counseling sessions are defined as sessions in which the primary purpose is to provide personal consultation based on self-referrals, teacher, or parent referral.

(4) Please enter the annual total of tutoring sessions recorded for each grade level. Tutoring sessions are defined as sessions in which the primary purpose is to provide academic assistance; i.e., reading, math, social studies, arts, language, etc.

(5) If the school administers standardized reading achievement tests, please show the average normal curve equivalent for all the Indians of each class separately. Name of test(s): _____

(6) If the school administers standardized math achievement tests, please show the average normal curve equivalent for the Indians of each class separately. Name of test(s): _____

(7) To determine the percent of attendance, divide the number of days present by the sum of the number of days present and the number of days absent.

(8) Note that this is the only entry for non-Indian students.

_____
SIGNATURE OF PROGRAM OFFICIAL

*Information based on 50% of programs

SUMMARY OF STATISTICAL AND
TESTING DATA BY DISTRICT

DISTRICT	% OF INDIAN ATTENDANCE				COUNSELING SESSIONS				INDIAN DROPOUTS				MEAN NORMAL CURVE EQUIVALENT						INDIAN GRADUATES AND COMPLETIONS								
													Reading			Math			1980		1981			1982			1983		
	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983	1981	1982	1983	1981	1982	1983	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12	Grade 6	Grade 8	Grade 12
Bellingham	90	88	87	89	1,571	2,944	3,193	744	8	13	20	21	41	40	42	46	48	39	19	13	NA	12	9	NA	13	5	—	—	—
Columbia #206	86	86	88	87	464	708	66	—	1	0	0	1	48	—	—	46	—	—	2	2	NA	2	2	NA	1	1	4	1	2
Cusick	—	—	90	—	—	—	214	—	—	—	2	—	—	43	—	—	44	—	—	—	—	—	—	—	1	0	—	—	—
Fife	91	90	91	92	0	0	1,084	—	4	7	0	0	52	53	—	52	51	—	9	3	NA	4	2	NA	6	3	1	5	4
Hood Canal	89	91	88	91	221	151	814	176	2	0	0	7	47	49	46	46	50	48	8	NA	NA	5	NA	NA	7	0	—	7	—
Mary Walker	94	73	94	94	245	103	107	188	5	4	0	2	44	34	55	52	45	55	4	1	NA	3	7	NA	5	3	4	5	3
North Kitsap	93	94	92	92	4,349	5,109	6,509	3,025	8	5	1	11	54	42	—	56	49	—	4	1	NA	13	9	NA	16	1	18	16	4
North Thurston	—	93	90	89	948	179	356	227	8	1	1	4	51	40	48	57	51	50	17	7	NA	4	4	NA	8	15	NA	24	13
Oakville	89	92	92	90	204	133	772	161	4	7	2	2	41	53	53	44	43	48	6	3	NA	11	6	NA	5	3	--	—	—
Okanogan	94	94	87	86	36	112	48	142	8	6	1	3	—	—	—	—	—	—	5	5	NA	4	6	NA	6	6	6	7	4
Port Angeles	90	88	89	91	966	382	6,143	1,092	21	7	2	7	49	49	45	46	47	47	7	5	NA	11	3	NA	9	11	17	13	11
Puyallup	—	92	93	92	0	9	0	42	2	4	4	7	52	47	48	47	46	47	6	3	NA	6	3	NA	3	4	4	4	1
Quillayute Valley	88	92	89	88	109	243	4,578	567	8	6	0	6	48	50	44	50	51	47	10	2	NA	8	6	NA	14	8	NA	NA	6
Quinault	91	87	89	—	342	470	344	457	3	2	0	5	—	—	—	—	—	—	1	5	NA	0	2	NA	0	1	NA	2	5
Sequim	95	94	94	97	0	26	0	—	0	0	0	0	51	50	50	55	51	50	6	1	NA	2	2	NA	0	6	—	—	—
Shelton	93	93	91	87	1,483	1,396	3,558	508	12	4	10	6	—	17	54	—	21	45	10	5	NA	10	3	NA	9	5	8	6	5
Wellpinit	82	83	84	87	292	384	190	190	5	20	6	8	47	49	47	46	56	46	15	12	NA	16	15	NA	15	10	12	17	10
Yelm	87	90	91	90	539	307	582	185	6	0	0	1	41	46	36	34	36	29	9	1	NA	10	0	NA	8	0	—	—	—
Port Gamble				85%																									
Klallam																													
Preschool																													

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SCHOOL DISTRICT PROGRAM DESCRIPTIONS

LOCATION OF THE WASHINGTON STATE JOM PROGRAMS

1. Bellingham
2. Columbia
3. Cusick
4. Fife
5. Hood Canal
6. Mary Walker
7. North Kitsap
8. North Thurston
9. Oakville
10. Okanogan
11. Port Angeles
12. Puyallup
13. Quillayute Valley
14. Quinault Lake
15. Sequim
16. Shelton
17. Wellpinit
18. Yelm
19. Port Gamble Klallam Preschool

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PROGRAM EMPHASIS - 1983

Due to changes in funding levels, most districts revised their overall education programs to meet the constraints of fluctuating local and national economies. These factors had an impact on the general quality and scope of regular, special, and supplemental services to all students within our state. The 1983 JOM programs endeavored to maintain quality service to eligible students despite adjustments necessary for compliance with local school district practices.

One method of achieving this was to limit and tighten objectives by which the more constant goals are to be reached. For example, programs reported major academic tutoring efforts in the areas of reading, math and language arts, and fewer in social studies, science, and other subjects.

As staff was cut back, in many districts and programs, more parent volunteers were enlisted to provide assistance to JOM students. Most programs reported that students were maintaining a steady year-to-year gain academically. All programs attempted to acknowledge and reward academic achievement in various ways in order that learning, as a value, was reinforced.

Cultural reinforcement, traditionally a vital part of the JOM program focus, incorporated a variety of developmental activities for meeting cultural objectives. Many programs encouraged the development of leadership skills. By utilizing tribal and Native American community activities, the programs strengthened the concepts of relevancy between skills taught in school and skills applied to "real life." Awareness of career opportunities available on reservations, or in services to Native American people, also became a part of the cultural components of JOM programs. Program implementation--the critical element of every proposal--has increasingly become the responsibility of JOM parent committee guidance. This is as it should be and most programs included regularly scheduled opportunities to facilitate parental involvement. Although the majority of JOM programs fund supervision and administration, some programs combine these duties, and those of direct service, so that qualified staff persons serve in both capacities--usually assisted by school officials. Many program activities focused on positive interaction between parent committees, staff and local education agency officials in order that all parties might understand student needs and program practices. This was accomplished most successfully in programs in which there was a high level of parent committee participation and a knowledgeable program director.

Early childhood education is still an area in which JOM programs have need to explore. A notable exception is the Port Gamble Klallam Preschool which has as its focus the readiness of Native American children for the kindergarten experience. In operation for two years, the impact of the program is being noted in the kindergarten and first grade programs at this time.

Since its inception, JOM goals have reflected a desire for qualified staff persons whose skills and awareness of the unique needs of Native American students enable them to provide apt and sensitive service to them. As it is necessary to upgrade skills continually, and to avail staff of sound and innovative educational practices, inservice and continuing education has been an important component of the JOM programs. This year, there were

fewer opportunities available to JOM staff to attend training conferences and seminars. In school districts in which the Native American student population is less than 5 percent, or those in which the parent committee functions irregularly, there appeared to be little effort to provide either culture awareness workshops for all staff, or particular training, which would meet the specific needs of JOM staff. This was also the case for other programs that provide special educational service. Many school districts in financial stress curtailed educational workshops in all disciples. JOM programs felt the impact of these decisions as inservice opportunities became more and more limited.

Despite staffing changes, student counseling sessions and per-pupil contacts remained constant and every program incorporated some form of counseling effort into program practices. This was especially true at the high school level where counseling sessions per pupil increased from 6.6 to 8.4.

The need for well planned and pertinent counseling sessions is apparent in view of the increase in the dropout rate in 1983. This figure was up 2.5 percent from the previous year. The most perilous years seem to be in the 9th and 10th grades which accounted for 25/29 percent of the total number of students (85). Reasons reported for the majority of dropouts were "withdrawn by parents", and "other/unknown."

In the narrative evaluations at year's end, it was indicated that many of these young people became parents. There is insufficient research to determine how many more young women drop out than young men, or how many return to school later and complete their education. It would seem that the focus of counseling efforts is extremely important and needs to be continually reevaluated for relevancy. All 483 JOM programs reported objectives which measured absenteeism and proposed specific activities to reduce it. Patterns of good attendance have always been recognized by JOM as influencing the students rate of learning and ability to maintain grade point average. Good attendance along with academics and school participation was acknowledged by most programs at Awards Assemblies.

Although helping students to maintain a pattern of good attendance may seem a factor that is easily controlled, JOM staff reported that this very vital program component required special time and attention. Such as: home visits, arranging transportation, and in many cases providing for basic needs of the students lack of which may prevent the students from feeling comfortable in the school setting and negatively effect their efforts to get to school. Some programs reported only partial ability to meet certain objectives. Three of the same subjects were problems for different programs: (1) improving relations between school staff, and Native American community; (2) increasing parent participation on committees; (3) encouraging students to increase their participation in regular school activities.

JOM programs adapted to many changes in 1983, but the commitment to improving opportunities for Native American students remained constant.

INDIVIDUAL PROJECT DESCRIPTIONS

Each participating school district submitted a proposal for Johnson-O'Malley funded activities at the beginning of the program year. These proposals described the specific needs, objectives and activities to be encompassed by the Johnson-O'Malley project in each school district.

In March, near the close of the program year, each participating school district was asked to submit a joint evaluation of the project, prepared by school personnel and Johnson-O'Malley parent committee members. Final reports were submitted after the programs closed in July.

The following descriptions and evaluations summarize information derived from the above sources.

BELLINGHAM

The 1983 JOM program in Bellingham focused on attendance, tutoring, counseling, and academic gains in reading and math. Total N.A. enrollment: 211. Total Non-N.A.: 3,219

Program Objectives (as stated in proposal)	Evaluation Results
i.a) 5% of the children tutored in reading and/or math will gain 1.5 grade levels during the school year as measured by the Iowa Test of Basic Skills administered in September, 1982, (pre-test) and May, 1983 (post-test).	Excellent academic gains were made by more than 15% of the students tested.
1.b) 75% of the children tutored in reading and/or math will gain 1.0 grade levels or more.	Not reported.
1.c) 90% of the children tutored in reading and/or math will gain .8 grade levels or more.	Not reported.
2.a) The average attendance gain of students will increase by 2% at each grade level.	Not reported.

COLUMBIA

An increase in pre to past reading and math scores was the major objective in Columbia's 1983 JOM program. Student participation in extra curricular activities continued to improve in 1983 from the 1982 plan. Total NA enrollment: 29. Non-N.A.: 267.

Program Objectives
(as stated in proposal)

1.a) Native American students in grades K-8 will demonstrate gains of 20% in academic demonstrated achievement.

N = 19

2.a) Native American students in grades 7-12 will demonstrate gains of 20% (or) 80% total of Indian youth enrollment in extra-curricular activities. Enrollment of Native American youth in one or more extra-curricular activities increased to approximately 95% in 1982-83 from approximately 67% in 1981-82.

N = 13

GOAL I AVERAGE ACHIEVEMENT TEST SCORES
GRADE EQUIVALENTS

CAT 1-6

MATH

Grade	Pre	Post	Gain
1		1.4	
3	3.3	4.5	1.2
4	4.1	5.9	1.8
5	5.6	6.5	.9
6	6.5	6.8	.3

READING

Grade	Pre	Post	Gain
1		2.2	
3	3.8	4.8	1.0
4	4.1	5.0	.9
5	6.5	7.8	1.3
6	4.4	5.5	1.1

CUSICK 1983 report was not submitted in time for inclusion in this report.

FIFE

Fife's 1983 JOM program stressed increasing the academic levels of Native American students in the areas of reading, math, handwriting, spelling and English through tutoring. Total enrollment: 53. Non-NA enrollment: 1,919.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Elementary school Indian children identified by their teachers as below grade level in academic areas will, at the end of the 1982-83 school year, show improvement as measured by teacher judgment.	15 students, grades K-5, were identified by their teachers as needing help in reading, math, handwriting, spelling, and/or English. An average of 97% improved at least .5 grade growth based on teacher judgment. 8 students, grades 6-8 were identified by their teachers as needing help in reading, math, social studies, and language arts. An average of 80% of the students improved assignments completed and test success as determined by the teacher's judgment.

HOOD CANAL

A renewed effort was made in the 1983 program to assist JOM students reading and math. Student participation in extra-curricular activities; supported by parent participation has also been an objective. Total enrollment: 67. Non-Indian: 299.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) 50% of Indian students achieving below grade level in reading and math will achieve one year gain in 1983-84.	The standard California Achievement Test was administered to 68 Indian students in the spring of 1982. Of this, 35 were identified to be below grade level in reading and 30 in math. Some of these identified students were placed in the special education program, transferred to another school, dropped out or were absent during testing, therefore 23 of those identified could be measured by the CATs administered in the spring of 1983. 33% showed a one year gain in reading and 39% showed a one year gain in math.
2.a) 50% of Indian students who are achieving below grade level will increase G.P.A. by .5 each trimester.	38% of the Indian students were identified to be below grade level. 65% of the identified students could be measured due to the same reasons listed in the previous statement for Goal I and II. Although the G.P.A. statistics are not listed, 22% of the identified students that could be measured made a one year gain in their total battery according to the tests administered.
3.a) Parent participation in school activities will increase by 5% from the previous year.	Indian student participation in extra curricular activities has improved 3% in 1982-83 compared from the previous year.
	Parent participation in school activities in 1982-83 has increased 5% from the previous year.
b) Parent participation in the education committee activities will be increased by 5% from the previous year.	Parent participation in committee activities in 1982-83 showed no improvement from the previous year.

MARY WALKER

The 1983 JOM program at Mary Walker emphasized increased Native American student grade completion, increased academic gains, increased parent participation in JOM and school-related activities, and increased student participation in extra-curricular activities. Total enrollment: 60. Non-NA: 486.

Program Objectives (as stated in proposal)

Evaluation Results

1.a) 90% of the Native American students enrolled in September, 1982 grades K-12, will be in school in June, 1983, or graduate.

Of the students enrolled in October, 1982, 55 were still enrolled in June, 1983, showing that 90% of the students were still in school. Student attendance was checked daily, with a follow-up made for 3 or more consecutive absences or other patterns of repeated absences.

b) Native American students, grades K-12 will demonstrate academic gains greater than one year as measured by a comparison of standardized achievement test scores.

	High School			
	Reading		Math	
Grade	Fall	Spring	Fall	Spring
9	9.3	9.9	10.8	11.5
10	9.9	11.2	9.6	11.3
11	11.5	12.1	11.6	12.3
12	10.4	11.1	9.5	10.3
	Middle School			
6	5.8	7.0	6.0	7.3
7	6.9	8.0	6.8	7.9
8	8.1	9.3	7.9	9.0

2.a) Native American parents will demonstrate an increased frequency of participation in parent, teacher and student conferences, attendance at JOM meetings, attendance at school/community functions and attendance at adult workshops when compared with the numbers of parents that attended each of the listed functions in the 1981-82 school year.

Parent participation has remained the same for the school year 1982-83. PEC comparisons show an average attendance of 8 persons for committee meetings. Parents volunteered for the Indian Youth Conference and participated in many school/community functions such as PTO and working with sport fund raising projects.

3.a) Native American students will demonstrate an increased frequency of participation in sports, student government and other school/community functions.

Student participation grades 6-12 in athletics, student government, and other school/community functions has increased by 10% this year. Increased participation seems to be due to more school pride and a positive attitude.

Activity	1981-82	1982-83
Athletics	21	33
Government	4	11
Other	9	17

NORTH KITSAP

Increased Native American student participation in extra-curricular activities, increased academic achievement, and increased awareness of local and other tribal cultures were all major goals of the 1983 North Kitsap JOM program. Total NA enrollment: 180. Total Non-NA: 4120.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) High School Indian club will raise $200 for their club.	Overall objective was met.
b) High School Indian Club Officers will participate in one half of intertribal parent committee meetings.	30.2% of the high school students participated in school sponsored activities.
c) Increase (30% of the students) participation in school/sport activities.	
2.a) Less than 10% of the students will fail each quarter or trimester.	This objective was met. 92% of the students passed.
3.a) Each student participant in a cultural activity will become more aware of their culture and that of other tribes.	87% of the total student population participated in three or more of the following activities: 1. Intertribal Pow-Wow 2. Sr. High School N. American Language week 3. Project Reach 4. Carving Class 5. Suquamish Tribal Facts/ History 6. Youth Conference 7. Culture Class 8. Basketry 9. Howard Ranier Workshop 10. National Indian Basketball Championship 11. Awards/Recognition Night.

NORTH THURSTON

Major components in North Thurston 1983 JOM program included identification of students needing counseling, services of a tutor/counselor, increased attendance, and improved NCE in reading and math. Total enrollment: 156. Non-NA: not given.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Student/teacher relationship improvement due to early identification of problem and apt counseling.	Accomplished.
b) 95% of all students tutored/counseled will show increase in quarterly GPA in reading and math.	Accomplished.
2.a) Three staff members will monitor attendance in two schools.	Staff reduced to two, was unable to completely meet this objective.
b) Dropout rate will be reduced.	Student dropout numbers increased from 1 student 1981-82 year, to 3 in 1983.
3.a) Comparison of NCE scores by grade (4, 6, 8, 11) from 1981-82 to 1982-83 will show gain.	Accomplished partially. The average NCE by grade decreased .6% for reading and increased 6.1% for math. An overall composite gain of 5.5%.
4.a) Using SPI/JOM criteria, grade point averages, attendance, sports, and extra curricular activities will be tabulated for each student.	42% of students earned awards. Seniors were presented at awards banquet.

OAKVILLE

The 1983 Oakville JOM Program focused on gains K-12 in math, language arts, and reading as well as an increase in participation in co-curricular activities. Total NA enrollment: 56. Non-NA: 417.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Read at functioning level.	Grades 2-11 students gaining 1 year or more:

Math	Lang.	Reading
45%	33%	47%

b) Write with clarity.

2.a) Students participation will increase.

Considerable gain!

1981-82		1983-84
9	Sports	19
6	Clubs	10
2	Class Officers	0

3.a) Pride--Youth Conference and FBLA Conference.

8	JOM students attended	
2	N. Amer. parents	
2	School staff	

OKANOGAN

Components of Okanogan's 1983 JOM program included increasing the academic and attendance levels of Indian students utilizing an Indian aide/home visitor; increasing Indian students participation in extra-curricular activities including leadership programs; and increasing Indian students' knowledge of their culture and heritage. Total NA enrollment: 71. Non NA: 1054.

Program Objectives
(as stated in proposal)

Evaluation Results

1.a) School attendance rate for Indians will be kept on par with non-Indians.

% Attendance

Grade	Indian	Non-Indian
K	80*	73*
1	87	82
2	89	84
3	94	90
4	86	81
5	93	77
6	80	78
7	82	76
8	90	89
9	76	77
10	86	83
11	88	88
12	81	81

2.a) Increase by 9% the number of Indians in extra-curricular activities.

Activity	1981-82	1982-83
Drill Team	3	2
Dance Squad	3	1
Year Book	2	0
Football	5	4
FBLA	3	1
Drama	4	4
Choir	5	2
Baseball	3	3
Wrestling	2	6
Other	1	28

b) Opportunity to attend leadership programs will be afforded to at least 5% of Indian high school pupils.

The following numbers of pupils attended leadership programs during the year:

--National Youth Conference:
--Portland Area Health Board:
--FBLA Conferences

This is a decrease over last year. The number attending is 19% of the high school NA Indian student population.

3.a) Indian pupils will demonstrate greater knowledge of their heritage by the end of the school year.	Students participated in cultural activities during the past year. These activities included beadwork, N.W. Indian Conference, Tribal HEW meeting, Portland Area Health Careers. Students were pre- and post-tested on their cultural knowledge again this year. --some tribal knowledge --books of tribe --cassette, video (wisdom Stories)

PORT ANGELES

A major focus of the 1983 program was increasing school attendance. Other concerns addressed were student leadership skills and college planning for seniors. Enrollment: 229. Non-Indian: not given.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Elementary students below the 30%ile in reading and/or arithmetic will receive additional assistance from NA Indian aides.	JOM staff tutored 60% of the N. American students in grades K-6.
b) NA Indian students in the elementary program will achieve one full year of growth during the year.	
2.a) At least 40% of the students will have exposure to Indian culture assistance programs.	Our objective was met. 50% of the N. American students had exposure to a N. American Indian culture. Local resource people have made presentations in the classrooms and they attended field trips to the reservation, hatchery and the museum. The resource people told Indian legends at the sixth graders outdoor education field trip.
3.a) At least one social opportunity will be carried out during the year.	The JOM staff and parent committee held an awards banquet for the NA Indian community and school community to attend in honor of our graduating seniors and their parents.
b) A range of NA Indian and non-Indian members of the community, as well as the media, will be invited to participate in the Indian student awards banquet.	
4.a) Meet three times per year with members of the Indian community invited for discussions on ways we can strengthen our students in educational programs.	Parent committee members were involved in every step in planning and implementing and supporting of all activities. The parent committee took an informal survey of increasing parent involvement in our N. American Indian Education Program.
b) We will cut Indian absenteeism by 10% in grades K-12 in school.	In grades K-12, the absenteeism rate for N. American students did decrease. We have had an increase of 1+% in attendance. Regular attendance reports were completed by staff.

5.a) At least three students will participate in an Indian conference.	Accomplished.
b) Increase participation by Indian students in school activities by 10%.	Increased by 15%.
c) Employ NA Indian aides in order that non-Indian students have association with N. American role models.	Two aides were employed as projected.
6.a) College visitations for seniors will be made during the year.	JOM staff accompanied the students who attended the college visitation trips, when possible. Five students traveled to University of Washington to participate in Indian High School Day Program, 3 visited WSU, 12 went to Junior College.

FORT GAMBLE KLALLAM
EARLY CHILDHOOD PROGRAM

The Port Gamble Klallam Early Childhood Program has been in operation for 3 years. There are two age levels of students. The Pee Wees, 3 years old, attend school for 2 hours each week. The Pre Schoolers, 4 and 5 years old, attend school 5 hours each day. The main focus is to teach basic concepts in language, social skills, and motor-coordination so that students are better prepared for entering kindergarten. The 1983 program utilized "Grandmas," 2-6 older women who volunteered to help children daily. Total enrollment: 19.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) Parents of preschool children will provide volunteer classroom services and/or support to intensify the educational thrust of the program. 50% of Total number of school days.	This objective was met by 100% of the parents who provided transportation, and snacks. Parents held two bake sales to purchase supplies.
b) Ninety to 100% of preschool parents will continue to attend early childhood education meetings.	This objective was not achieved. There were 25% of preschool parents that attended meetings.
2.a) Indian students will develop an understanding of school procedures.	This objective was achieved. All students have an understanding of school procedures in a class setting.
b) Indian students will be better prepared for entrance into the public school system.	Ten of fifteen students were pre/post tested. All students showed some progress. The average average gain was 32%.
--Students will develop pre-reading and writing skills. --Students will also learn recognition of their name, shapes and numbers through a well planned curriculum.	
c) 75% of the enrolled students eligible for kindergarten will pass a readiness test.	This objective was not met. 60% of students tested passed readiness test.
3.a) Provide opportunity for students to see, hear and discuss Indian Culture. *Students will learn 2 legends and 2 dances.	Lack of funding and lack of time did not permit this objective to happen.

b) Provide an opportunity for social interaction and social development.	This objective was met. Daily activities included fingerplays, songs, rhythm and games, and free play. All students performed at two functions for parents and friends.

PUYALLUP

Objectives for the 1983 Puyallup JOM program included increasing Indian students' knowledge and understanding of their cultural heritage and high school completion. Total NA enrollment: 46. Non-NA: 12,152.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) 70% of all eligible junior and senior high Indian students will participate in Indian arts or crafts classes.	12 NA Indian students (67%) were contacted by the resource consultant two or more times for Indian arts and crafts classes. The students made headbands, chokers, moccasins, wing dresses and shawls, braid ties, and key chains.
b) 50% of all eligible Indian children K-12 will participate in one or more school or community workshops, field trips, cultural experiences, pow-wows, or other Indian celebrations to help develop a pride in their Native American Indian heritage.	18 elementary students in grades K-6 (62%) participated in two after-school workshops at the Karshner Museum. The students learned about the foods and home-life, dancing, drumming, and singing of the Woodland Indians. 15 secondary students (63%) participated in field trips, cultural experiences, pow-wows, and conferences.
c) 75% of all eligible Indian parents will have one or more home visit by staff as requested by the school, staff, students for the purpose of liaison between home and school.	The Resource Consultant made 180 home visits this year for census forms information; welcomed new Title IV or JOM families; and made visits at the request of the principal, nurse, attendance officer, counselor, or parents. 60 families visited. 21 JOM families. 16 of these had one or more visits.
d) All 3rd graders in the district will have an increased awareness of Pacific Northwest Indian culture through presentations at the Karshner Museum given by the Resource Consultant.	The Resource Consultant made presentations to all the 3rd graders (819) in the district at the Karshner Museum and in classrooms.
2.a) 75% of all 12th grade Native American Indian students enrolled as of October 1, 1983, will graduate by June, 1983.	2 out of 2 (100%) of the 12th graders finished high school in June. One student transferred out of the district and received her degree in Tacoma.

QUILLAYUTE VALLEY

With the assistance of aides hired under this program, JOM students received individualized tutoring in the basic skills areas. Other components included parent involvement in the educational process, and student participation in school and cultural heritage activities. Total NA enrollment: 106. Non-NA: not given.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) 8 students will increase at 8 NCE points on a Standardized Achievement test.	Achieved. The average NCE increase of 14 JOM students was 8 NCE points on standardized tests in math, spelling, and reading.
2.a) Students will retain at least the same level of participation in school and cultural-activities as in 1981-82.	The total number of students participating exceeded last year's involvement. There were 14 students in Culture Club, 16 in school athletics, 1 student in Pep Club, 1 on drill team, and 1 in cheerleading.
3.a) 5 to 10 parent committee members will increase their awareness of school district procedures.	Parents made motions which allowed their input into the JOM program as well as the district budget and levy voting process.
4.a) Provide the parent committee with the opportunity to conduct meetings and share in the educational program of their youngsters.	The committee submitted the JOM proposal for 1983-84, listened to staff reports on the Native American Indian youngsters, and also became involved with discussions and analysis of Vocational Education (fisheries) for the students.

QUINAULT

A tutor/counselor/home-school liaison was effective in working with Indian students enrolled in the Quinault School District's 1983 JOM program. Career awareness also composed a part of this program. Total enrollment: 22.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) An increased number of Indian students will demonstrate self-expression in class discussions.	Achieved.
b) GPA's the Indian students will be recorded.	Records of GPAs were kept.
c) The dropout level among Indian students will be reduced.	Five students dropped out.
2.a) Indian parents will increase their participation in school programs.	There was a very enthusiastic attendance of Indian parents to the football and boys and girls basketball games. It was noted that attendance at JOM parent education committee meetings needs improvement.
3.a) 60% of the Indian students will participate in intramural sports and in other school-related activities.	Indian students have been highly visible in their participation in sports and extra-curricular activities. 7 students in sports. One girl received MVP and Inspiration Award.
b) Indian students will participate in the overall school program.	
c) Indian students will be introduced to career/occupations based upon interest, undertake career planning studies, and be involved in career exploration activities.	Students attended: the Career Education classes, the Kent Cook Career Program, Career Education day at Grays' Harbor College, Work-Study programs and were exposed to the Washington Occupational Information Service Computers.

SEQUIM

Sequim's 1983 JOM program focused on increasing achievement levels in reading, language and math; involving JOM students in cultural activities; and increasing the involvement of parents in the educational processes. Total NA enrollment: 33. Non-NA: 1848.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) By the end of the 1982-83 school year, 60% of JOM students in grades K-8 will achieve at least one year gain in reading and math skills.	This objective was partially met. JOM students are achieving at or above grade level in grades K, 2, 3, & 4 (reading), and grades 3, 4, 8, 10 (math). It appears that JOM students are achieving below grade level in grades 5, 6, 7, 9, & 10 (reading) and grades 1, 2, 5, 6, 7, 9, & 11 (math).
b) The average attendance rate for JOM students in grades K-12 for 1982-83 will exceed 92%.	The average attendance rate for JOM students for the 1982-83 school year was 96.6% K-12. There were no dropouts, withdrawals, or transfers.
2.a) The JOM Indian parent committee will hold at least 6 meetings during the 1982-83 school year.	The Sequim JOM Indian parent education committee held 7 regular meetings during 1982-83, plus the annual awards banquet for students, parents and committee members.
b) 80% of JOM parents will have at least two contacts with school staff during the 1982-83 school year.	All elementary JOM parents K-4 were involved in parent/teacher conferences. Less than 50% of the parents of middle and high school students participated in conferences. All JOM parents were contacted by letter regarding public hearings, notices of Open Houses and Indian certification.
3.a) Sequim JOM students will have the opportunity to participate in school cultural and recreational activities Grades K-12.	JOM students had opportunities to participate in: Extended Learning Program (gifted), extra-curricular activities, Computer Camp, field trips to Victoria and Seattle. Continued counseling, vocational guidance, and encouragement needs to be afforded to JOM students to increase their participation in available activities.

SHELTON

A JOM tutor/counselor was utilized in an effort to increase the academic skills and attendance levels of Indian students. Indian students were also given an opportunity to work in the school supply store in an effort to increase their economic skills, and career awareness. Total enrollment: 109. Non-NA: not given.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) At least 25 JOM students will learn economic skills and leadership roles as demonstrated by successful experience in school supply store.	Student supply store show continued to a profit and to progress. 17 JOM students worked in the store on a regular basis; students were actively involved in inventory, stocking, sales and management of the student supply store.
2.a) At least 15 JOM students will learn of careers available through Squaxin and Skokomish Tribal Centers for student store workers.	Student store workers toured the Skokomish Tribal Offices and were given presentations on various careers available in Tribal Government, Health, Education Fisheries. Some students assisted in the Skokomish Tribe's Health Fair in registration, blood-pressure checks, and blood tests.
b) 100% of eligible Indian students to enroll in 9th grade in fall will do so.	100% of eligible Indian students did enroll in the 9th grade for 1983-84.
c) All Indian 8th grade students will develop educational goals for the next four years.	All 8th grade students did develop education goals for the next four years.
3.a) Help bring SLO's up to date. 25 students will bring SLO's up to date.	Through a cooperative effort between teachers and aides, 31 students were identified, resulting in SLO's objectives being achieved.
b) JOM students will show 3 days improvement in attendance over the 1981-82 records.	There was a decrease (12%) in attendance (87%) for 1982-83 compared with 1981-82.

WELLPINIT

In Wellpinit's 1983 JOM program, efforts were continued to improve the academic skills and attendance levels of Indian students, increase their knowledge and understanding of their cultural heritage, and increase the involvement of Indian parents in the education of their children. Total NA enrollment: 1973. Non-NA: 223.

Program Objectives (as stated in proposal)

Evaluation Results

1.a) 50% of all Indian students will attain grade level in reading, mathematics and language arts.

Out of a total of 161 Indian students tested:

Reading: 73 (45%) students attained grade level

Language Arts: 74 (45%) students attained grade level.

Math: 71 (44%) students attained grade level.

2.a) 188 Indian students will demonstrate a 10% improvement in attendance.

ATTENDANCE

Grade	1981-82	1982-83	% Gain/Loss
K	83%	90%	+7
1	91%	90%	-1
2	93%	91%	-2
3	94%	94%	0
4	92%	94%	+2
5	89%	92%	+3
6	93%	89%	-4
7	88%	91%	+3
8	75%	83%	+8
9	79%	80%	+1
10	65%	81%	+16
11	72%	74%	+2
12	71%	76%	+5
		Average:	+4

3.a) 100 Indian students will increase their cultural awareness by 15%.

This objective was met and exceeded. 130 students showed a pre- to post gain.

4.a) Parents will acquire a broader knowledge of educational concerns on the local, state and national levels.

9 parent advisory committee meetings were held during the 1982-83 school year. 52 parents attended these meetings (an average of 6 parents at each meeting).

b) Establish better home/school communications.	Daily logs were maintained and 65 home contacts were made. Daily attendance records and student contacts were recorded. Assistance was given to parents to help them tutor their children at home.

YELM

The 1983 JQM program in Yelm emphasized tutoring.

Program Objectives (as stated in proposal)	Evaluation Results
1.a) To provide individualized tutoring for Native American students in all subject areas.	NCE gains and results of CTBS and CAT scores were computed. Final evaluation not reported by deadline date, however.

OTHER SPECIAL PROGRAMS FOR INDIAN STUDENTS

The main focus of this annual report is the Johnson-O'Malley Indian Education program. However, less than half of the Indian students in public schools in Washington are eligible for JOM assistance. In addition, the JOM program may not meet all the needs of those Indian students in the JOM programs.

It is relevant, therefore, to point out that the State Superintendent administers other federal and state programs which provide direct and indirect benefits to Indian students in the public schools.

Following is a brief description of other special programs which serve Indian students.

Chapter 1 (previously Chapter I, ESEA)

In 1981, Public Law 97-34, the Education Consolidation and Improvement Act, was passed. ESEA Title I became ECIA Chapter 1, Nationwide, over $3 billion is spent each year on Chapter 1 programs. In 1982-83, Washington State's share was $32.7 million, which provided extra help in readiness reading, math and/or language arts to over 56,000 children.

Chapter 1 money is given to school districts only after certain requirements have been met. In order to receive Chapter 1 money, each district must submit an application to the state office of the Superintendent of Public Instruction.

Chapter 2 Federal Block Grant

The Federal Block Grant, otherwise known as Chapter 2, is a sum of money available to each local school district for supplementary activities. The funds from 28 federal programs were combined to create the Block Grant. The funds may be used for a wide variety of purposes with few regulations imposed by state or federal governments. Please note that this Block is not the same as Chapter 1 (the new name for Title I). Also, it is not the State Block Grant.

Congress decides the total amount available to Chapter 2 nationally. The number of public and private school students in Washington determines our state's share of that amount. Local districts decide annually now much of their allocation will be spent in each category. The 1982-83 allocation to Washington State was $7,348,289. Each district is eligible to apply for a specific amount based on a distribution formula.

Title IV, Part A

Title IV of Public Law 92-318 was funded for the first time in fiscal year 1974. Part A of this Act has the same general objectives as those of the JOM Program. However, the eligibility requirements are quite different, with the result that many Indian students in urban and other non-reservation areas received assistance.

The following general information is presented: The funded and supervision of the Title IV project is entirely the responsibility of the U.S. Office of Education in Washington, D.C. For this reason, the State Superintendent of Public Instruction is not responsible for or capable of reporting any details on this program.

During fiscal year 1982, 68 school districts in Washington State received grants under Part A of Title IV totaling $2,949,252 of the 68 were state funded JOM districts.

The precise grant amounts received by the districts are indicated below:

APPROVED GRANTS UNDER
P.L. 92-318, TITLE IV, PART A
State of Washington
Fiscal Year 1982

District	Grant Amount
Aberdeen	$ 21,030
Auburn	56,142
Bellingham	42,060
Bremerton	54,077
Cape Flattery	54,077
Central Kitsap	15,960
Central Valley	12,768
Clarkston	12,956
Clover Park	33,986
Columbia #206	15,585
Cusick	7,886
Edmonds	52,762
Elma	22,532
Federal Way	28,728
Ferndale	74,731
Goldendale	11,454
Grand Coulee Dam	58,208
Granger	20,654
Highline	126,555
Hood Canal	14,834
Hoquiam	15,021
Inchelium	33,235
Issaquah	6,384
Kalama	30,418
Kelso	35,676
Kent	28,541
LaConner	23,846
Lake Stevens	13,707
Lake Washington	14,646
Longview	67,220
Lyle	5,633
Mary Walker	18,777
Marysville	51,072
Mercer Island	2,253

Monroe	3,380
Mount Adams	88,438
Nespelem	36,239
North Beach	14,834
North Kitsap	35,863
North Thurston	30,043
Northshore	6,572
Oakville	4,764
Ocean Beach	24,597
Okanogan	15,209
Olympia	16,899
Omak	56,706
Port Angeles	33,986
Pullman	9,013
Puyallup	25,912
Quilcene	3,755
Quillayute Valley	24,410
Quinault	5,821
Renton	32,859
Seattle	278,082
Sequim	12,768
Shelton	43,374
South Bend	14,082
South Kitsap	91,818
Spokane	188,330
Tacoma	136,131
Toholah	35,112
Toppenish	78,299
Toutle Lake	9,388
Vancouver	18,777
Wapato	137,821
Wellpinit	48,256
Yakima	86,936
Yelm	18,777
Educational Service District 121	99,141
Paschal Sherman Indian School	22,532
Puyallup Tribal School	44,688
Quileute Tribal School	11,266
Yakima Tribal School	15,960
TOTAL	$ 2,949,252

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Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
Bellingham #501 Box 878 Bellingham, WA 98225	Whatcom	James G. Roberts (206) 676-6400 (SCAN) 522-6400	Blair Ford (206) 676-6503 (SCAN) 522-6503	JoAnne Hall 1827 Marine Drive Bellingham, WA 98226	Lummi
Chehalis Tribal Head Start P.O. Box 536 Oakville, WA 98568	Grays Harbor		Bob Stewart (206) 273-5911	Janice Latch Oakville, WA 98568	Chehalis
Columbia #206 P.O. Box 7 Hunters, WA 99137	Stevens	Roy Graffis (509) 722-3311	Same	Sharon Kieffer Fruitland, WA 99129	Spokane
Cusick #59 Cusick, WA 99119	Pend Oreille	Ray Korb (509) 445-1125	Same	Stanley Bluff c/o Kalispel Tribe P.O. Box 38 Usk, WA 99180	Kalispel
Fife #417 5602 - 20th Street East Tacoma, WA 98424	Pierce	Glenn K. Frizzell (206) 922-6697 (SCAN) 252-6002	Peggy O'Connor (206) 922-6697 (SCAN) 252-6002	Richard George 5504 Valley Avenue E. Tacoma, WA 98426	Puyallup
Hood Canal #404 Rural Rt. 5, Box 392 Shelton, WA 98584	Mason	Robert Dehning (206) 877-5463	Same	Diane Gouley Rural Rt 5, Box 445B Shelton, WA 98584	Skokomish
Mary Walker #207 Box 158 Springdale, WA 99173	Stevens	Lorence Simonsen (509) 258-4534	Same	Lynn Holder P.O. Box 685 Ford, WA 99013	Spokane
North Kitsap #400 150 High School Road South Poulsbo, WA 98370	Kitsap	Robert Alford (206) 779-3971	Mac Oreiro (206) 297-2918	Pete Joe P.O. Box 494 Suquamish, WA 98392 and Margaret Tom, Co-Chr. c/o Pt. Gamble Klallams P.O. Box 280 Kingston, WA 98346	Suquamish and Port Gamble Klallam Tribe

Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
North Thurston #3 6202 Pacific Avenue Lacey, WA 98503	Thurston	John W. Gott (206) 491-4300	Michael Taylor (206) 491-4300	Bonita Evans 3440 24th Ave. SE Olympia, WA 98503	Nisqually
Oakville #400 Box H Oakville, WA 98568	Grays Harbor	Dennis Brandon (206) 273-5946/5947	Barbara Allen (206) 273-5947	Percy Youckton P.O. Box 89 Oakville, WA 98568	Chehalis
Okanogan #105 P.O. Box 592 Okanogan, WA 98840	Okanogan	William Laws (509) 422-3629	Same	Addie Condon Box 1062 Omak, WA 98841	Colville
Port Angeles #21 216 East 4th Port Angeles, WA 98362	Clallam	William Serrette (206) 457-8575	Curtis Horne (206) 457-8575	Gerald Charles 1682 Lower Elwha Rd. Pt. Angeles, WA 98362	Lower Elwha Klallam
Port Gamble Klallam Tribe P.O. Box 280 Kingston, WA 98346	Kitsap	Dallas I. DeGuire Administrative Director (206) 297-2646	June Jones Program Director (206) 297-3138	Molly Sullivan c/o Pt. Gamble Klallams P.O. Box 280 Kingston, WA 98346	Port Gamble Klallam
Puyallup #3 109 East Pioneer Puyallup, WA 98371	Pierce	Ray Tobiason (206) 841-8769	Nancy Polich 202 - 7th Street SW Puyallup, WA 98371 (206) 841-8725/8782	Marie Frazer 7919 Stewart Street E. Puyallup, WA 98371	Puyallup
Quillayute Valley #402 Box 60 Forks, WA 98331	Clallam	Donald Krag (206) 374-6262 (SCAN) 737-1217	Lorin Miller (206) 374-6262 (SCAN) 737-1217	Lillian Pullen Box 62 LaPush, WA 98350	Quileute & Lower Hoh
Quinault #97 Box 38 Amanda Park, WA 98526	Grays Harbor	Donald Simpson (206) 288-2260	Same	Patricia Bennett Star Rt. 1, Box 1466 Forks, WA 98331	Quinault
Sequim #323 503 Sequin Ave. North Sequim, WA 98382	Clallam	Robert Schmitt (206) 683-3336 (SCAN) 576-6806	Rita Thatcher (206) 683-3336 (SCAN) 576-6806	Beth Anders 1693 Barr Road Pt. Angeles, WA 98362	Jamestown Band Klallam

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Program Name	County	Superintendent & Telephone Number	Program Administrator & Telephone Number	JOM PEC Chairperson	Tribes Served
Shelton #309 8th and Pine Shelton, WA 98584	Mason	Donald Dederick (206) 426-1687	Same	Yvonne Peterson c/o Skokomish Tribe Rural Rt. 5, Box 432 Shelton, WA 98584	Skokomish
Wellpinit #49 Box 390 Wellpinit, WA 99040	Stevens	Jerry Bergloff (509) 258-4291	Same	Francine McCrea P.O. Box 201 Wellpinit, WA 99040	Spokane
Yelm #2 Box 476 Yelm, WA 98597	Thurston	Glen Nutter (206) 458-5731	Mary Zodrow (206) 943-2837	Bobbie Spillman P.O. Box 554 Yelm, WA 98597	Nisqually

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

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